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Entrepreneurial motivation and determinant factors of the TVET graduate students

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Abstract

Research on entrepreneurship intention has and continues to be of interest to researchers due to its importance to the development for many countries. The literature on entrepreneurship intention has examined various issues with many focusing on the factors that influence entrepreneurship intention and motivation. However, most of these studies were conducted in a non-Ethiopian setting. This study examines entrepreneurship motivation among Mekelle TVET public students. Applied proportional stratified sampling technique and using a self-administered questionnaire survey on 194 sample size from sixteen different departments of TVET students in a Mekelle public institution, this study examined whether TVET graduate students have motivation to pursue entrepreneurship as a career. The five core personality traits, such as need for achievement, locus of control, risk taking, need for independence and self-efficacy are used to measure the entrepreneurial awareness of the students. It also examined whether personality traits and economic factors influence the students to become entrepreneurs. The results indicate that majority of the respondents have an intention to become entrepreneurs and their decisions are attributed by the influence from their family members, business media, business people, academics and attending courses on entrepreneurship. The results also show that out of the two factors: personality traits and environmental factors, personality traits play an important role in influencing the students' decision to become entrepreneurs. The findings implicate that academics need to play a significant role in encouraging more students to become entrepreneurs by providing more awareness on the benefits of becoming entrepreneurs and in turn, contributing to the growth of the country's economies and global competitiveness.

Keywords: Entrepreneurial motivation, entrepreneurship education; determinant factors TVET students; personality traits; economic traits; Mekelle TVET

1. Introduction

1.1 Back Ground of the Study

Nowadays knowledge and the fast winds of globalization are the major forces that drive national economies of the countries in the world. In order to keep up with these challenges, creativity, innovation and flexibility have to be motivated and promoted. This implies that the economic condition of a given country have to be supported by entrepreneurial business. This entrepreneurial economy can be created through individual entrepreneurs and the firms they institute (Sarlaslan, 2001)

Entrepreneurship is an important input of the given society and the economy as entrepreneurs constitute driving forces behind economic growth. Because of its ability to create personal and societal growth, entrepreneurship has gained much attention from politicians and researchers (*Baron, R. and Henry, (2006)* suggested that entrepreneurship research involves the study of why, when and how only some people can discover and exploit business opportunities, as well as the consequences of their decisions during the entrepreneurial process, which is formed by three main activities: evaluation, discovery and utilization of business opportunities.

1.1 Statement of the problem

Nowadays entrepreneurship is becoming a vehicle for economic growth of a nation in all corner of the world. Having understood the important role of entrepreneurship, Ethiopian Policy makers included it in the curriculum of Technical and Vocational Education and

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Training (TVET) program. The primary goal of any technical education and vocational training system is to develop sufficient people with the right skills to meet labor market demands. All technical education and vocational systems face the challenge of matching the skills, knowledge and attitudes of the students of the system to the needs of the labor market. In Ethiopia, it seeks to create competent and self-reliant citizens to contribute to the economic and social development of the country, through creating and exploiting new job opportunities. This in turn improves the livelihoods of all Ethiopians by fundamentally and sustainably reducing poverty. Even though the policy of the country encourages emergence of new and young entrepreneurs, TVET students/trainees lack attitudes toward self-employment after competition. Most of the students do not consider entrepreneurship as career option. Data in the previous years about TVET graduates in the region indicated that most of the graduates were not self-employed (Tigray TVET Commission Bureau 2011). Sometimes after their completion, even government assist them to form different unions and run their own business by allowing different subsidies and long term loans, they violate the business norms. I.e. they engage in different corruptions and other illegal business activities. In general, TVET graduates fail to exhibit a positive attitude towards self-employment and lose the entrepreneurial opportunities which results in the failure to make self-employment. Researches on TVET students towards self-employment is a burning and timely issue since middle level skilled man power contribution and involvement in job creation is very much needed to generate the country's dream of economic development, as well as to assist the government in providing job opportunities.

1.2 Objective of the study

1.2.1 General objective

The main objective of this thesis is to investigate TVET students' motivation towards self-employment (career intention) and determinant factors.

1.2.2 Specific objective

In particular, the research questions for this research include:

- To examine the students' perception of self-employment.
- To examine the students' attitude toward self-employment before and after taking entrepreneurship training.
- To examine whether personality traits and Economic trait influences students' entrepreneurial motivation.
- To investigate some external factors that are powerful in affecting students' decision to be or not to be engaged in different entrepreneurial business

2. Methodology of the study

2.1 Data type and source

The study has basically depended on primary data to reach the intended research findings. Little secondary data related with the students' population size, demographic characteristics and departments was also incorporated as an important input for the research. The primary data of this research was collected through self-administered questionnaire from the respondents. The respondents included the Mekelle TVET students who are going to graduate at the end of the year 2011.

2.2 Sampling technique and procedure

The target population of the study was the graduate students (trainees) of the TVET institutions in the year 2011. As the data obtained in the TVET institution bureau, the total size of the population (trainees) in the year mentioned was around 1364 in the 21 departments. From these the researcher selected students only from sixteen departments. This is because students in these departments have better exposure for both theoretical and practical learning process than the remaining.

For the simplicity of drawing representative sample, departments which are relatively related to each other are categorized by the researcher to the same strata.

Table 3.1. Number of students in each department and the proportional Sample size taken from each homogenous group.

	Department	No. of students	Strata size	Sample size
Strata 1	Marketing	85	186	n ₁ =34
	Information Technology	101		
Strata 2	Industrial and Machine Driving	80	212	n ₂ =39
	Heavy duty truck driving	20		
	Automotive and Engine	63		
	Machine	49		
Strata 3	Food Preparation	52	139	n ₃ =26
	Hotel management	87		
Strata 4	Furniture Making	56	56	n ₄ =10
Strata 5	Construction management	25	190	n ₅ =35
	Building electric	77		
	Masonry	88		
Strata 6	Metal Fabrication	64	89	n ₆ =17
	Metal Engineering	25		
Strata 7	General drafting	74	150	n ₇ =33
	Surveying	76		
	Total	1037		n =194

Kothari (2004) states that "If a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample. Under stratified sampling, the population is divided into several sub-populations that are individually more homogeneous than the

total population (the different sub-populations are called 'strata') and then we select items from each stratum to constitute a sample." (p. 62). Since the characteristic of the target population was heterogeneous, proportional stratified sampling technique was selected to be appropriate for this study. A proportional sample was taken from each

population of the departments of TVET. Thus, using proportional allocation, the sample sizes for the total strata was 194, which is in proportion to the sizes of the strata viz.185:212:139:56:190:89:150 for the above strata respectively. According to Kothari (2004), proportional allocation is considered most efficient and an optimal design when the cost of selecting an item is equal for each stratum, there is no difference in within-stratum variances, and the purpose of sampling happens to be to estimate the population value of some characteristic. To sum up, the total sample size was determined to be 194, which accounts 18.71% of the total population.

2.3 Questionnaire Design

The researcher has developed a questionnaire upon the review of literature on entrepreneurial motivation and determinant factors. The questionnaire was divided into five sections. Section one contain questionnaires that provides information about the respondents demographic profile such as gender, age and their family occupational background. In Section two, the respondents were requested to provide information on their general attitude to be self-employed in the near future and their readiness to become entrepreneurs. Section three contains requests for information regarding the student's personal traits (characteristics). It was designed to examine the respondents' confidence level through investigating factors like locus of control, self-efficacy and their need for achievement which can help them in combating the obstacles they will face in the business industry. The respondents were asked to give response using the Likert-type scales, i.e. 5-point scale from 1 being 'strongly disagree' to 5 being 'strongly agree' Similar to section two, the respondents were asked to complete section three using a 5-point scale from 1 being 'strongly disagree' to 5 being 'strongly agree' for the questionnaires related with the monetary value. In section four, respondents were requested to answer factors relating to economic value. This deals with their state of readiness in terms of monetary value as well as mentally. Section, five contains requests related with the contribution of entrepreneurship education for the TVET students. It has contained questionnaires related with examining the students' attitude toward self-employment before and after taking entrepreneurship training. The last part was concerned with determinant factors for the students to be or not to be entrepreneurs in the near future.

2.4 Data collection method

The data collection was done based on self-administration by the respondents. The researcher distributed 194 questionnaires to all respondents in all departments but recollected only 180. Twelve questionnaires were remained uncollected. The respondents were given enough time to complete the entire questionnaire.

Before testing the hypotheses, the responses collected from the students are analysed to determine the reliability of the questionnaires. The standardized approach for Cronbach's Alpha test is used as a reliability coefficient that indicates how well the terms in a set are consistent to one another. The reliability test is conducted in all section of the questionnaire with the exception of the last part which deals with factors that influence students' entrepreneurial motivation.

Kline (1999) notes that although the generally accepted value of 0.8 is appropriate for cognitive tests such as intelligence

tests, for ability tests a cut-off point of 0.7 if more suitable. He goes onto says that when dealing with psychological constructs values below even 0.7 can, realistically, be expected because of the diversity of the constructs being measured.

Generally Cronbach's alpha is a statistic which ranges from 0 to 1. It is generally used as a measure of internal consistency or reliability of a psychometric instrument (Amit Choudhury, 2011). According to Amit (2011) the closer the value of the Cronbach's alpha is to one, the higher will be the internal consistency. In relation with this, a score of less than 0.6 is determined to be poor, 0.7 is acceptable and 0.8 and above is assumed to be good consistency to measure the reliability of the items. Based on those standardized values, the last column in table table 3.2 indicates all α values are acceptable. Therefore, the developed questionnaires are capable of measuring the entrepreneurial attitude of the students.

Table 3.2. Reliability test for questionnaires measuring entrepreneurial motivation of students.

Section	Elements	N of Items	Cronbach's Alpha
1	self-employment motivation	16	.7879
2	Self efficacy	7	.811
3	Risk taking	7	.8666
4	Locus of control	5	.7555
5	Need for achievement	8	.7777
6	Autonomy/independence	5	.8345
7	Economic value	6	.9033
8	Contribution of Entrepreneurial education	13	.7999

Source: own survey, 2011

2.5 Data analysis

Data was coded after it has been carefully edited and then entered in to SPSS packages for analysis. Descriptive and other quantitative techniques of data analysis such as frequency distribution, Pearson's correlation coefficient, one and paired sample t-test, one way ANOVA, mean and standard deviation have been used to come up with the findings of the research. Equal variance has been assumed in the application of ANOVA to compute the statistical 'F' value

3. Data Presentation and analysis

Basically the nature of the study is more quantitative. Based on the questionnaire developed, the data obtained from the respondents has been analyzed through different statistical techniques. Pearson's correlation analysis and one samples t-tests was performed for the hypothesis developed to determine relationships and compare the mean scores of students (n=194). The mean and standard deviation of the data obtained is presented through descriptive statistics for interpretation purpose.

The researcher has used different tables and percentages to present and interpret the data. The demographic characteristics of the respondents have been described using different tabulation forms. Along with the quantitative description, a qualitative statement was also used to interpret the statistical findings of the research.

Democratic characteristics of respondents

Table 4.1. Gender and age distribution of the respondents.

Gender		Frequency	Valid Percent	Cumulative Percent
	Male		118	65.6
female		62	34.4	100.0
Total		180	100.0	
Age distribution of respondents	< 20	104	57.8	57.8
	20-25	74	41.1	98.9
	> 26	2	1.1	100.0
	Total	180	100.0	

Source: own survey, 2011

Table 4.2: Paired -Sample Test for the significance difference of male and female.

Gender	Paired-Sample Test					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Std. Deviation	Std. Error Mean
	9.698	179	.000	.344	.477	.036

Source: own survey, 2011

Table 4.1 and 4.2; sets out the gender and age distribution of the respondents. As it is indicated in table 4.1, female students accounts 34.4% of the respondents while 65.6% are male. As it can be seen in table 4.2, this numeric difference is tested through paired sample test statistics technique and the output indicates the calculated t-value is greater than the given table value ($9.698 > 1.96$) at 5% significant level. This implies there is a statistically significant difference between males and females participation in the training institution. This indicates that there is low participation of female students than males students in the TVET training centers. This lead to the conclusion there is low female students involvement in the training centers. This in turn shows low women participation in entrepreneurial business activities in the future. Females' low entrepreneurial participation may have negative impact on the country's young unemployment rate in particular and on the economy of the country in general.

Another distribution seen in table 4.1 is the age interval of the respondents. More than half of the respondents (57.8%)

are found in the age interval of less than year 20 while the remaining 41.1% and 1.1% of the respondents found within the age group of 20-25 and greater than 26 years respectively. From this one can easily understand that more percentage of the respondents is at the youth age group. Therefore, they are supposed to be potential young entrepreneurs and need injection of entrepreneurship.

Table 4.3: Interpretation of Pearson's correlation coefficient(r)

Value of r	Qualitative Description of the Strength
perfect negative	perfect negative
(-1, -0.75)	strong negative
(-0.75, -0.5)	moderate negative
(-0.5, -0.25)	weak negative
(-0.25, 0.25)	no linear association
(0.25, 0.5)	weak positive
(0.5, 0.75)	moderate positive
(0.75, 1)	strong positive
1	perfect positive

Source: Karl Pearson's product moment correlation coefficient 1896

Table 4.4: the frequency and percentage distribution of the respondents' family occupational background

Occupation	Frequency	Valid Percent	Cumulative Percent
farmer	35	19.4	19.4
employed	80	44.4	63.9
business man	65	36.1	100.0
others	0		0
Total	180	100.0	

Source: Own survey, 2011

When we see the distribution of family occupational background, 44.4 percent of the students have families that are employed in different organizations whilst the 36.1 percent of the students have families who run their own business. The remaining 19.4 percent of the students are those who come from families who have already engaged in different agricultural activities. Since most of the students are from families whose income depends on salary, one may expect them their career choice would incline to be employed in different organizations resemble to their families. To determine whether graduate students are influenced by their family's occupation to be entrepreneurs or employees, one can easily see on the correlation between entrepreneurial motivation and family's occupational background.

Table 4.5: Pearson's Correlations between entrepreneurial motivation and students' family's occupational background.

Correlation of variables		Entrepreneurial motivation	family's occupation
Entrepreneurial motivation.	Pearson Correlation	1	.346
	Sig. (2-tailed)		.278
N		179	179

Source: Own survey, 2011

Based on the developed Pearson's correlation scale in table 4.3 above, the value of 0.346 lies under the category of weak positive. This implies that there is weak but positive correlation between family's occupational background and the students' entrepreneurial interest. If students developed strong entrepreneurial spirit with in their mind, family's occupational back ground could not easily divert their career

choice. A little bit this finding is related with the idea of Kennedy (2005) prior exposure to entrepreneurial activity through family business activity would be included as one such factor. Prior exposure could be in the form of early exposure to a family business, which influences attitudes toward entrepreneurship. However, in this study as it is indicated in table 4.7 below, whatever their family occupational background is, almost all the respondents are indifference in the attitude to run their own business after graduation.

The table 4.6 below indicates the standardized scales developed by Norasmah (2002) for measuring the level of entrepreneurial understanding. It is important for interpretation purpose.

Tables 4.6: mean score interpretation.

Level	Mean score
Low	1.00-2.00
Moderately low	2.01-3.00
Moderately high	3.01- 4.00
High	4.01 -5.00

Source: Norasmah Hj Othman. (2002) attitude towards choosing a career in entrepreneurship among graduates.

Hisrich and Peters (2002) ` stated that many students do not consider entrepreneurship as a career and that very few will start a business immediately after graduation. Given the importance of new business start-ups to the economy and society, this is a problem and is a research area requiring further attention and investigation.

This section presents the descriptive statistics of general entrepreneurial understanding of the Mekelle TVET graduate students and their attitudinal interest to be entrepreneur in the near future after graduation. The respondents were requested to give response on the basis of 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree. Robinson (1991) argues that using attitudes to predict entrepreneurial behavior can be a more profitable approach than using personality traits as fore-runners of entrepreneurial actions. This view is justified by stating that attitudes are nearer to behavior than personality traits are. Attitudes are also more domain specific in relative to personality traits.

Table 4.7: Descriptive Statistics about the students' general entrepreneurial attitude.

No.	Measuring items	n	Mean	Std. Deviation
1.	Choosing a career as an entrepreneur.	180	3.78	.028
2.	Being an entrepreneur rather than being an Employee in a company.	180	4.17	.015
3.	Preparing to be an entrepreneur.	180	3.94	.028
4.	Making every effort to start and run my own Business.	180	4.06	.132
5.	Thinking seriously to start business after Completing the study.	180	4.30	.108
6.	Strong intention to start a business someday.	180	4.27	.040
7.	Self determination to create a firm in the future.	180	4.13	.009
8.	Putting an effort to make more money.	180	4.29	.111
9.	Being your own boss.	180	4.11	.120
10.	Starting your own business in the next 5 years.	180	3.98	.043
11.	Willingness to work 50 hours or more per Week regularly.	180	4.13	.009
12.	Feeling a great deal of pride when your Project is completed successfully.	180	4.20	.134
13.	Enjoy controlling your own work assignments & Making all decisions affecting your work.	180	4.20	.134
14.	Able to function in an ambiguous situation.	180	4.28	.110
15.	Making decisions quickly.	180	4.18	.0142
16.	Having a good network with friends, Professionals and business acquaintances.	180	4.20	.131
17.	Over all students' motivation for self Employment.	180	4.1383	.0213

Source: own survey, 2011

Based on the standard shown in table 4.6, the results in Table 4.7, statements in No. 1,3 and 5 show that students have somewhat moderately high interest in self-employment. This indicates that still they are not completely sure to be business man after graduation. In the remaining statements respondents have scored high interest to run their own business rather than waiting for employers. As it is depicted in table 4.7 the overall motivation of the students is averaged and almost all of the respondents exhibit a response mean

score of 4.1383. This numerical mean (mean =4.1383, sd=.02133) is lied under the category of high optimistic value to be entrepreneurs in the near future. The small numeric value of the standard deviation by itself exhibits almost there is no significant deviation among the responses provided for the questionnaires developed. Most of the students have similar interest to run their own business after their graduation.

Table 4.8: Statistical t-test for the entrepreneurial motivation of students at 5% significant level.

Statistical t-value	df	Sig. (2-tailed)	Mean Difference	Mean	Std. Deviation	Std. Error
1.386	178	.000	.0138	4.14	.244	.018

Own survey 2011

Hypothesis 1 states TVET graduate students have low motivation for entrepreneurial business. This hypothesis has already tested using the average mean of students' score in entrepreneurial motivation via one sample t-test statistical tool. The interpretation of the statement is analyzed by comparing the statistical test statistics (calculated t-value) with the critical t-value (given table value) at 5% significance level. One can compare the two values from table 4.8 to accept or reject the proposed statement. The numeric figure 1.386 is the calculated test statistics which is lower than the given table value (+1.96). This statistical test statistic falsifies the developed null hypothesis. This finding leads the researcher to reject the hypothesis. Therefore, the researcher has found that graduate students of the TVET institution are found at a good vision to run their own business in the near future after the end of their study.

Table 4.9 below shows the descriptive statistics of the students scored in the five personal attributes. As it is shown in the mean column of the table 4.9, all of the respondents have high score value (4.0922 - 4.0984) in almost all of the personal traits. Since those elements are positively correlated with personal attitude toward entrepreneurial understanding, one can conclude that the students have good awareness about self-employment. But the degree of correlation between each element and the entrepreneurial motivation of the students is not yet identified. Table 4.10 in the following section explains the correlation and contribution of each personality characteristics to force individuals to enter in to the world of entrepreneurial business.

Table 4.9: Descriptive Statistics of students' Personality traits

Element	N	Mean	Std. Deviation
Self-efficacy	180	4.2524	.34371
Risk taking	180	4.0984	.43695
Locus of control	180	4.1311	.49277
Achievement	180	4.1326	.39110
Autonomy	180	4.0922	.43138
Personality traits	180	4.1414	.28402

Own survey 2011

4.2 Personality trait and entrepreneurship intention

Table 4.10 presents the descriptive statistics that show respondents' opinion on the relationship between personality traits and entrepreneurship motivation. The results show that more respondents agreed that personality trait does influence their intention to become entrepreneurs. Here the table 4.10 indicates the Pearson's correlation of the five personality trait elements with entrepreneurial motivation of the graduate students. The data in the first column of table 4.10 proves there is a positive correlation between entrepreneurial motivation and the elements of personality traits. Even though the relationship is positive, the magnitude of correlation between entrepreneurial motivations with the various elements of personal traits is

Different. According to Pearson's correlation scale interpretation, the correlation between entrepreneurial intention and risk taking (0.791) is positive strong, the correlation between entrepreneurial intention and locus of control (0.655) and the correlation between entrepreneurial intention and self-efficacy (0.555) is moderately strong where as the correlation between entrepreneurial motivation and need for achievement (.453) and with that of need for independence (.436) is weak positive. Hence, individuals who have good score in risk taking and self-efficacy have better attitude towards self-employment than those in needs For achievement and independence and the like.

Table 4.10: Pearson's correlation (2-tailed test) among entrepreneurial motivations and personality traits (n=194)

Correlated variables	5% significant level (95% Confidence Interval of the difference)						
	Pearson's correlation 2-tailed	Mean	Std. Deviation	Std. Error Mean	Statistical t-value	df	Sig.
Entrepreneurial motivation & self-efficacy	.555*	4.195	0.381	0.028	1.114	179	0
Entrepreneurial motivation& risk taking	.791**	4.12	0.432	0.032	1.095	179	0.275
Entrepreneurial motivation n& need for achievement	.453	4.135	0.444	0.033	0.105	179	0.916
Entrepreneurial motivation & locus of control	.655**	4.001	0.484	0.036	0.147	179	0.884
Entrepreneurial motivation & autonomy	.436	4.02	2.17913	0.16288	1.3	179	0

**Correlation is significant at 0.05 significant level (2-tailed)

*Correlation is significant at 0.01 significant level (2-tailed)

However, in table 4.10 the positive correlation by itself can not explicitly identify to what extent is the correlation between the variables is statistically significant. Karl Pearson (1896) stated that, just because two variables are highly correlated does not mean that one variable necessarily causes the other variable. To confirm the Pearson' correlation analysis, and to identify the correlation is statistically significant hypothesis 2 was also tested by using the paired t-test data analysis technique at 5% significant level. In this study hypothesis 2 states that there is no significant relationship between personality trait and entrepreneurship motivation.

The statistical t-test out puts is depicted in table 4.10 at 5% Confidence interval of the difference. The table value of 5% significant level (95% Confidence Interval of the difference)

in two tailed distribution table is ± 1.96 . the calculated t-value in all of elements of the personality traits is found in between ± 1.96 (Table 4.10, t- value column). I. e self-efficacy (1.114), risk taking (1.095), need for achievement (0.105), locus of control (0.147) and autonomy (1.3).

In principle, if the test statistics is greater than the given table value, null hypothesis is rejected and the alternative hypothesis is accepted. Based on this, hypothesis 2 is rejected. This implies that all those values indicate there is positive relationship between the five personality traits and entrepreneurial motivation. Therefore, even if the magnitude of correlation is different for the different variables, the relationship between entrepreneurial motivation and each element is positive correlation. This implies that there is statistically significant correlation between personal traits

and entrepreneurial motivation. An individual who have willingness to take risk, the belief in one's ability to muster and implement the necessary personal resources, skills, and competencies to attain a certain level of achievement on a given task, and individuals possessing an internal locus of control believe they are in control of future events and

outcomes as a result of their own actions. Thus, students in the TVET level have good personality characteristics which can help them to be future entrepreneurs.

4.3 Economic trait and entrepreneurship intention

Table 4.11: Pearson's Correlations and one samples t-test on entrepreneurial motivation and economic trait.

Pair	95% Confidence Interval of the Difference			
	Pearson's correlation Sig. (2-tailed)	Mean	Std. Deviation	Std. Error Mean
Entrepreneurial motivation and economical traits	.011	3.1161	.50434	.03770

Table 4.11, presents the descriptive analysis, correlation and test statistics that show respondents' opinion on the relationship between economic traits and entrepreneurial motivation. The results show that the mean score for economic value and entrepreneurial motivation is 3.1161 which indicate there might be a positive correlation between economic trait and entrepreneurship intention. Results in Table 4.11, in the correlation column however, show almost there is weak correlation between the two variables ($r=0.011$). But to what extent the correlation is insignificant is not yet identified. The analysis technique of variance in Table 4.12 below illustrates the extent of statistically insignificance correlation between the two variables.

Table 4.12: ANOVA analysis on entrepreneurial motivation and economic trait

Entrepreneurial motivation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.710	12	.059	.992	.458
Within Groups	9.899	166	.060		
Total	10.609	178			

Source: own survey, 2011

Furthered studies have suggested that since environmental factor relates to a pool of resources (Dess and Beard, 1984), it is likely that the availability of resources could motivate an individual to pursue entrepreneurship.

In this study Hypothesis 3 states that there is no significant relationship between economic trait and entrepreneurial motivation. Hypothesis 3 was tested using Pearson' correlation test and one way ANOVA. The above Table 4.12 presents the results of statistically significance testing of hypothesis 3. In table 4.12, the last column indicates the 'p' value which is greater than the significant value ($p>.05$). This can lead to the assumption there is significant mean difference between the economic trait and entrepreneurial motivation of the students. Therefore, hypothesis 3 is accepted. This implies economic traits have small impact for the students to be future business entrepreneurs. As it is known entrepreneurial motivation is developed as a result of a number of factors. Among these economic trait of an individual is the one. But by this factor the result obtained in this research is insignificant. Therefore, because of the economic traits, the probability that TVET graduates will engage in entrepreneurial endeavor seems low rather they are on the way of searching jobs in the market. Here the researcher does not deny that there may be interactions between environmental and motivational variables, nor do we deny that entrepreneurs may take actions that modify the environment. However, we suggest that it is important for researchers to understand the main effects of these variables before they explore more complex interaction effects.

Personality trait, entrepreneurial education and other external factors are might be better influencers for the contribution of awareness to choose entrepreneurship as a career.

4.4 Contribution of entrepreneurship education for the entrepreneurial motivation of students.

What kind of return had the students received in its three years of investment in entrepreneurship education?

The frequency distribution in table 4.13 has clearly identified the data directly obtained from the respondents regarding the contribution of entrepreneurship education to their awareness for future career choice. From the table distribution 42.8 percent of the students agreed that they have gained better practical knowledge by taking entrepreneurship course, which can help them do their own business after completed this program. 50 percent of the students agreed that before they have taken entrepreneurship course, they did not know where they would be engaged after their graduation. But at the end of taking the course, 48.3 percent of the students assured that entrepreneurial training provided them better hint how to start their own business. More than 50% of the students have gained the business idea how to exploit business opportunity and develop the spirit of competition to be a winner. 43.9 percent of the respondents also agreed with the statement increasing the rate of training increase one's level of entrepreneurial motivation. To sum up in most of the statements respondents have agreed positively. Majority of the respondents agreed that entrepreneurship education provide better skills, build confidence, give the direction of job creation, show how to exploit business opportunities and help develop business plan. They also developed the spirit of completion, generating new business ideas, prioritizing one best among many business ideas, the ability of managing costs and expenses of their future business activities.

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